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ABSTRACT

This document, comprised of three major sections, is designed to aid individuals and groups in instituting field-experience education programs. Section 1 details the step-by-step procedures for designing a nontraditional program. Section 2 details the process of developing, selecting, monitoring, and evaluating internship experience. In these two sections emphasis is placed on secondary schools, but the information can be adapted for other settings. Section 3 is a series of appendixes which include documents and forms from the Dynamy Project. (PD)

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GUIDELINES FOR DEVELOPING A FIELD EXPERIENCE (INTERNSHIP) PROGRAM

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Guidelines for Developing a Field Experience (Internship) Program

This document was written for individuals or groups who wish to institute a field experience education program at their school.

There are three major sections:

A. Section one details the step-by-step procedures for designing a non-traditional program. Much of this section can be used as guidelines for developing any type of non-traditional programs for any setting, although the emphasis is on secondary schools and field experience education.

B. Section two details the process of developing, selecting, monitoring, and evaluating internship experience. Again, the emphasis is on secondary schools, but the guidelines can be adapted for other settings.

C. Section three is a series of appendix which include documents and forms from Dynamy and other selected programs.

The guidelines are printed in looseleaf form so that changes and additions can easily be made, and specific parts copied for wider use.

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INTRODUCTION

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There are many steps between the germination of an idea for a field experience program and the implementation of such a program. These guidelines are designed to help educators become aware of, and act on, as many of these steps as possible.

All the necessary issues cannot be covered here, and those which are covered may not be covered in depth. We suggest that these guidelines be seen as an aid to the development of a program and not as a definitive statement on the only way to develop a program.

Most of the material was created at Dynamy, but use has been made of forms, ideas and statements of other individuals and programs. Wherever possible, credit is given when non-Dynamy material is used.

DESIGN

We have had the opportunity to work with or observe many field experience programs. Some have spent months in the planning/design stage while others just began, with little regard to planning. While most of the successful programs are those that allotted sufficient time for planning, over-planning or planning based on the wrong assumptions can be just as harmful as no planning.

Our experience leads us to stress the importance of a needs assessment workshop. While our format for assessment looks simple, it is an essential process, requiring hard work. Staff who are anxious to develop a program often jump to discussing how they want to do something differently rather than carefully looking at why they fundamentally need to do something.

The following are some hints and guidelines for designing a program that we have found helpful. Much of the information can apply to any non-traditional program as well as field experience programs. While some of the data (and most of the wording) is directed at secondary schools, much of the material can be used in other settings.

SETTING THE PLANNING SCHEDULE

We suggest the following rule of thumb for length of time needed for program design and planning:

A. Spring and summer or summer and fall semester - if one or more people can devote a considerable amount of time to planning for a full scale program (assumes periodic availability of other committee members).

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B. Full year - if personnel are available on an occasional basis, and planning is for a full scale program.

C. One term or summer - if personnel are available on an occasional basis and a pilot program will lead to full scale program.

D. Completion of the design stage should be on or before the deadline for submission of proposals and budgets to the local school board or other funding agencies. Make sure of the dates and procedures for submission.

FORMING THE PLANNING GROUP

Usually, a particular person sparks the discussion about a field experience (or other non-traditional) program. Informal conversations ensue, and (depending on the level at which these talks begin) initial decisions may be made without too much thought as to who should be involved in the planning.

Assuming that a formal planning committee is to be formed, some (and possibly all) of the following types of people should be considered:

A. Teachers: This is the most obvious group with which to start. A program is not going to get off the ground without the support of at least a few teachers. If the idea did not start on the teacher level, contacts should be made early in the planning stage.

B. Department Heads: If department heads are not on the planning committee, it is best to recruit the teachers through them and to keep them informed of the progress of the planning.

C. Administrators: At least one "decision-maker" or person who has good access to the decision-maker should be on the committee. Otherwise, a planning group may spend many hours on a design that has little chance of being accepted by the administration.

D. School Board: Because of a possible conflict of interest, it may not be possible for a member of the Board to be on a planning committee. But, at the least, one member should be kept informed of developments and act as a liaison with the rest of the board.

E. Students: Too often the consumer is either totally forgotten or given a non-speaking role in the design of a program. Generally, there should be as many students as teachers on a planning committee.

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F. Parents & Other Community People: At some stage of the development people outside of the system should be brought in for advice. There are many arguments for and against early parental/community involvement - and each side has had enough successes and failures to leave the issue cloudy.

Aside from getting a wide range of views on a potential program, there is another, more subtle reason for having different types of people on the committee. When it is time to "sell" the program, it is often easier for a teacher to sell it to teachers, administrators to administrators, etc.

TRAINING FOR GROUP PARTICIPATION

Regardless of the make-up of the planning group, some consideration should be given to some pre-task training for all the members.

The assumption that people of different ages, backgrounds and standings can immediately start working together on a task is obviously wrong. We suggest taking some time (possibly as part of an initial Needs Assessment Workshop) to help all the members understand what they need to do to become productive group members.

Many group members will need to learn how to talk about specifics instead of generalities; many need to develop their listening skills; and - at the least - they all will need to become familiar with each other and their operating styles.

ASSESSING THE NEEDS

Most planners start with an educational concept in mind (non-traditional methods), while giving little thought to the educational needs the concept is designed to meet. If the planning continues around a model and not around real unmet needs, then the group will experience much frustration and many arguments as they try to force fit a program into the school, and the program invariably will be off base in the end.

We strongly recommend, as an early planning step, that the group put aside any ideas they generally have about a new program and spend some time carefully assessing the needs of the school, teachers, and students.

The format we generally use is:

A. Each member of the group determines which personal needs are not being met by the educational program as it is presently constituted.

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B. Refining and defining each part of each statement.

C. Coding the needs list:

1. Which can be met with some minor changes in the structure.

2. Which are unmet because of peoples' basic attitudes rather than restrictions of the structure.

3. Which can be best met outside of the school.

4. Which can only be possibly met by a relatively major change in the program.

D. Translating C-4 into goals and objectives of a new program.

It takes about two days of hard work for a group using this process to come up with a concise list of goals and objectives for a non-traditional educational program. It is strongly recommended that a process consultant be used for this workshop.

TARGETING THE STUDENT POPULATION

It is important to decide on the type of student for whom the emerging program is being designed.

A. The brighter, highly motivated student who has completed most of the graduation requirements?

B. The brighter, but "turned off and bored" student?

C. The student in the non-college bound, non-vocational program who needs exposure to potential occupations?

D. The potential or actual dropout?

E. A cross-section?

SELECTING THE STUDENT

There are a variety of methods of selection, and the following are some of the methods used alone or in combination.

A. Straight lottery: All the applicants are given a number and randomly chosen.

B. Limited lottery: Applicants are sorted by various predetermined criteria (i.e. sex, grade, race, etc.) and there is a lottery within each group to fill slots assigned to that group.

C. Restricted lottery: Through the possible use of essays,

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interviews, recommendations and other means, only students who meet minimum pre-determined criteria can enter the final lottery.

D. Skimming the cream: Students are evaluated by a variety of methods and only the "best" are accepted.

Committees spend hours trying to devise a fair system only to realize that some will always perceive it as being unfair. The group should make sure that all the procedures are clearly stated and the rationale for each step understood, but also be prepared to meet objections no matter what process is used. The system Dynamy uses is a very time consuming process (see appendix for a more detailed description):

A. Dissemination of information about the program to all potential applicants.

B. Requests for written essays and recommendations.

C. Interviews by present students and staff.

D. Evaluation of the application material by a committee, and acceptance of the top 30 applicants.

DETERMINING THE EDUCATIONAL METHODS.

After determining the goals and objectives of a program and the types of students a program will be geared for the planning group begins to look at the methods they want to use to accomplish their goals.

Data can be collected on other on-going programs that have similar goals, either by visiting several places, inviting people to your school who are currently involved in programs, or by making contact with the national and regional centers that are emerging.

Although you may locate a program that seems ideal for your needs, we feel that it is difficult to adopt another school's package. Another process workshop is recommended so that the general educational methods that you would like to use can be defined. Some possible ground rules for this stage are:

A. Every idea should be included at first, no matter how wild or inconsistent it may seem.

B. No consideration should be given to cost during the initial discussion.

C. After every idea is listed, go back over them and group them. Then prioritize them.

D. Re-group, re-define, refine until there is a coherent statement of the program you want to implement.

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E. Re-state in as concise a way as possible.

Here again, it is strongly suggested that a process consultant be used for this workshop. To accomplish what looks simple on paper, it is often necessary to have the assistance of an objective, trained outsider.

STAFFING THE PROGRAM

Based on the proposed goals, objectives and methods, as well as the targeted student population, the group needs to make an estimate of staffing requirements.

With the exception of Special Education programs, drop-out programs, etc., where intense counseling relationships may be needed, the student-teacher ratio should not exceed that of the regular school. A major exception to this would be if the school administration wants to experiment with a lower teacher to student ratio that would eventually be instituted in the entire school. There are excellent arguments for changing the ways that students and teachers relate to each other.

There are not any specific criteria for determining the types of teaching skills that are needed to staff a field experience program, but there are certain personal skills that a teacher should have or be willing to obtain.

Teachers of any background who are willing to be flexible, open, willing to listen, can allow room for growth, firm but caring, etc. are the types that should be sought out for your program (for the entire school for that matter).

The personal skills are classified as helping skills, and - contrary to popular belief - are not inherent but have to be learned. They are generally skills which the teacher can use to help the students make their own decisions, learn how to be responsible for themselves and their own education, and to do an effective job. Skills in personal counseling, group leadership, problem solving/decision making are some of the specific types in this area.

It may be worthwhile at this point to begin to identify community resource people (graduate students, parents, professionals etc.) who may supplement the staff on a volunteer basis.

The criteria for selecting non-professional staff should be well conceived and those persons should be offered the same training possibilities as the paid professionals. It is ludicrous to spend a considerable amount of time developing sponsors and placements for your non-professional interns without giving the same attention to the non-professionals working with you.

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It is especially helpful if the targeted staff begin to get training at this time. Usually, Staff Development funds are available for teachers, or special monies for this can be requested.

DETERMINING CREDIT

Students who are entering Dynamy in lieu of their senior year in high school receive full credit for their work from their home schools. The general criteria for credit is most field experience programs at the secondary level include:

A. One semester's course credit for 7 hours of work per week for a 15-18 week course.

B. Completion of an internship or project report.

C. Positive sponsor's evaluation.

D. Positive faculty evaluation.

An institution not giving credit for a field placement is in effect making a negative statement about the validity of the learning that takes place.

DETERMINING GRADES

There are three basic methods of dealing with the grading of a field experience program:

A. Non-graded, but accredited.

B. Pass/Fail.

C. Letter or number grade.

We have no recommendation for which method to use. but do feel that the rationale for the one chosen should be clear and explicit. For pass/fail and letter/number graded courses, most successful programs follow these general guidelines:

A. One teacher, rather than a group, is responsible for a student's grade.

B. Teacher and student have a clear contract (preferably written) detailing the criteria to be used for evaluation of the student's work. Such criteria can include: minimum number of hours at the internship, outside reading, completed (written or other) project report, attendance of number of seminars and/or consultation sessions with the faculty member, demonstrated ability with a newly learned skill, class presentation of a project, submission of a bi-weekly diary, observations of performance at the field site, sponsor's report, etc.

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C. A clear contract between the student and the sponsor as to the minimal performance expectations, similar to the above contract.

D. Sharing between the faculty and sponsor as to how the student will be evaluated.

E. Progress reports by the teacher that will give the student an assessment of work to date and areas for improvement.

ESTIMATING THE COSTS

The difficulty of estimating the costs of your program will obviously depend on the type of program you are planning. A School within a School costs more than a field experience program, and its budget is more complex.

It is helpful to assume at the beginning that you are starting from scratch when estimating the salary and benefits, space, equipment, consultants, supplies, and other overhead items. After the estimate is scheduled, go over the budget and target those items which will be obtained as in-kind services from the school (i.e. teachers, desks, etc.)

Given the era of tight budgets and a high rate of inflation, schools are refusing to fund expensive new programs. But it is our feeling that field experience programs can be run for little additional money. The key is the teachers' willingness to work outside of their contracts and donate a little extra time to the program.

GETTING FEEDBACK ON THE DESIGN

It is probably time to meet with one or more people in the chain of command that will approve the program. Make sure that what is presented is stamped all over with large letters in red ink: DRAFT

The goals of this process are:

A. A reading of how well the concept will be accepted.

B. A reading on how realistic your program and costs are in the eyes of those who will be ultimately responsible for it.

C. A clarification of the unanswered questions, the gaps, and the poorly defined areas within the proposal.

D. An estimate of how much work you have to do before the concept is accepted.

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SUBMITTING THE FINAL PLAN

After re-writing the draft, the next step varies according to the size of the school system, the composition of the planning group, the dates for budget deliberation, etc.

Sometimes the proposal can be submitted as is, and the exact details of the program worked out after passage of the general proposal.

Other systems require that step-by-step, finely detailed proposals be submitted.

Another variable to consider is the possibility of outside funding. Each funding agency has different requirements and money is given for one page letters as well as 100 page proposals. But here again, consideration must be given not only to the availability of outside funding, but also to how long it takes to secure that funding.

RE-CAP

Up to this point, we have listed some of the procedures that can be helpful in the initial planning of most non-traditional programs. The rest of the manual assumes that the planning group has decided to go ahead with some form of an internship program. One side benefit of going through the processes described above is that you usually end up with a very tightly knit group of people who are going to be able to support each other as the planning and implementation proceed.

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FIELD EXPERIENCE (INTERNSHIP) PROGRAMS

Assuming that during the Needs Assessment and Design stage the planning group decided to have a program that - in part or in whole - would be field-based, we now move on to the specific components of such a program.

The following guidelines for development and implementation of a field experience (internship) program are a distillation of what we have learned at Dynamy over the past five years.

Again, the caveat. These are guidelines, and not the final word. And much of this has to do with the overall mechanical structure, so we strongly recommend working with an experienced resource person to fill in the many gaps.

DEVELOPING THE INTERNSHIP

Some care and consideration should be given to which model(s) your field experience program will incorporate.

It is helpful to produce a document that details what you hope an intern will get out of an experience so that your sponsors will have a clear picture of what their role is. The following lists a series of steps we go through to develop an internship, including the documentation we use.

It is not necessary to duplicate everything we do, and being careful and methodical does not guarantee the development of a good internship.

But being careful does increase the odds of developing a good internship, especially at the beginning of a program.

A. Development of a Sponsor's Package: Appendix C includes the forms that Dynamy sends to its sponsors at the beginning of negotiations for an internship. It is important to give essential background documentation to your potential internship sponsors: a description of your field experience model, which includes a description of each person's role; suggestions for interviewing and negotiating with an intern; a form for the sponsor to describe the internship; and an explanation of the type of evaluative report you will be seeking from the sponsor at the end of the internship.

B. Seek the Person not the Position: Using any and all available sources (newspapers, fellow teachers, School Board members, etc.) you can develop a list of good people in a variety of fields, rather than a list of different types of people you want as sponsors (i.e. John Smith who happens to be a teacher of autistic children rather than a teacher of autistic children who happens to be John Smith). Since the potential sponsor will be a co-educator and will play an important role in the field experience, you want someone who is not only good in her profession but able to work

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well with interns, able to transmit knowledge to interns, and is willing to spend the time "educating" an intern.

Even though this perspective may narrow the list of potential sponsors, it will increase the chances of an intern gaining a good internship experience.

C. Go to the Top: Smith may be the person you want for a sponsor, and you may have approached him initially, but it is usually profitable to start the formal internship development process at the top of an organization. Usually the head person has to approve the internship anyway, and it is usually best to meet this test early in the game.

D. Write Personal Letters: If you are initially introducing yourself and your program via a letter, write it directly to a specific person. Form letters to "to whom it may concern" do not usually work.

The last paragraph of your letter should be a statement indicating when you are going to follow up with a phone call (to gauge willingness to work with you and to set an appointment).

Do not request that the potential sponsor call you if they are interested. (6 out of 10 will not reply).

E. Phone Calls: Calls for initial contact or follow-up to your letter should be brief. You have a product that is difficult to sell on the phone.

Describe what you are after, let the person know that it is difficult to cover all the ground over the phone, and ask for an appointment. If this is the initial contact with the person, let them know that you will be sending some written material to read before your appointment. This not only saves time, but allows the potential sponsor to ask you knowledgeable questions about your program rather than requiring you to give a boring 15 minute sales pitch at the beginning.

F. First Meeting: This time should be spent talking about the goals and objectives of your program, the type of student in the program, and the value of field experience education.

Usually, the first question a sponsor asks is: "What can a kid do here?" There are a lot of worry questions about the students' skills, the lack of responsible work to do, etc.

If the sponsor comes to understand the program concept and accepts the value of the educational process, he will answer a lot of these questions himself.

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Keep pushing the sponsor to buy the concept before you talk about the specifics of a placement.

G. Director Choosing the Sponsor: If the head of an organization chooses a subordinate to be the actual sponsor, make sure that you re-negotiate the internship with this person.

The boss may have assigned the task to someone who does not really want it but is doing it because he has to. Personal contact in the early stages can change the "has to" attitude to a "want to" attitude.

The goals and objectives of your program seldom get transmitted clearly by a third party and a subordinate may see you as a work/study program rather than as an internship program.

The communications flow between sponsor, intern and staff is often more important than the content of an internship. Careful personal contact between the advisor and the sponsor at the outset will enhance the flow. (This is covered under monitoring).

H. Project Development: This step varies considerably with the model being used. But some general statements can be made about most all internship projects:

1. Let the sponsors do most of the work on the development. They know their field and personnel better than you do.

2. The project should involve real work and challenges and not something that is made up. The project should provide concrete benefits to the sponsor and agency.

3. The project usually should be action-orientated and not purely observational. Even if it is a research project, the intern should be doing something rather than only observing.

4. There should be an allowance made for a healthy amount of contact between sponsor and intern throughout the field experience.

5. The intern should come into contact with a wide variety of people within an organization, but have only one sponsor.

6. The specifics of an internship project can be developed before an intern is involved, developed as part of the contracting between intern and sponsor, or developed after the intern arrives and becomes familiar with the organization.

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I. Paying Internships?

We have not discussed the issue of a paying internship, but Dynamy has had experience with both paying and non-paying placements. In spite of all the arguments about understanding the value of work by being paid for producing, we feel that whenever possible the placements should be non-paying.

Research has shown that there is an inverse relationship between the amount of pay received for an internship and the perceived quality of the educational experience. There is also an inverse relationship between the amount of pay and the amount of time a sponsor spends with an intern. (USOE study, as reported in the National Association of Secondary School Principals Curriculum Report, Vol.3, No. 2, December 1973).

If a student is in need of funds, we recommend that the pay not be associated with the work performed.

SELECTING THE INTERNSHIP

Each step in the process of implementing a good field experience program is important, and must be seen as a building link in a chain. Doing everything, and doing it well, does not guarantee a good internship; but it does increase the odds.

It is extremely important to take as much time as possible to help an intern understand her personal decision-making process for choosing an internship.

Even if an intern seems to have a clear idea of what she wants to do, we recommend spending some time in a semi-counseling session making sure the intern understands how a decision is made; understanding what type of people she wants to work with, what she wants to learn, what type of structure she needs to function in effectively, and what her long term goals are. Even if she ends up with her original decision, at least she knows what the reasons are.

After an intern has an idea of the kind of work she wants to do, specific placements can be mentioned. Here, the person who developed the internship, the placement counselor (if they are different people), and the intern can get together so that information about specific internships can be shared.

For example: if an intern wants to work in a classroom setting, the staff person that opened the internships can describe several possibilities which allow the intern to choose the most suitable environment.

The essence of the selection procedure is to have the intern make a clear, conscious decision about where she is going.

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PLACING THE INTERN

If the intern has selected an internship that has been previously set up by staff, it then becomes the responsibility of the intern to call for an interview, interview with the sponsor, and make the decision to take the internship or not.

Although there may be some superficial benefits for a staff person to be in on the interview, we find that more often than not the staff's presence tends to block good communications between the intern and sponsor.

The intern should be responsible for explaining to the sponsor what she wants to do in the internship and hearing from the sponsor what is available. The intern should also judge the setting and the sponsor's personality.

The sponsor should be briefed on the interview procedures, and be ready to explain the internship and the ground rules for taking it. Oftentimes the simplest issues are forgotten: dress code, starting time, lunch break, what to do when you can't come to work, etc. (See Apendix B).

If the intern selects an internship that is only partially set up, or an area where internships are not yet developed, and if this is the first placement for the intern, we recommend that the staff and intern work together in developing an internship, but that the staff person be responsible for the finalizing of the development. The exception to this occurs when the intern appears to be very sophisticated, or has been in several placements and knows what goes into developing a good internship.

MONITORING THE INTERNSHIP

Assuming successful placement, the next step in the process is positive monitoring of the experience. The staff advisor should make arrangements with the intern and the sponsor for periodic visits and/or phone calls to both parties. We recommend setting up a minimum number of visits (e.g. beginning, middle, and end), even though the situation may require more or less than the pre-arranged schedule.

Additional visits can be made on an as-needed basis, but usually it is best for these meetings to take place at the request of the intern or sponsor. Both of them should learn to become responsible for settling many internship-related problems.

The purpose of the visits is not to check up on the intern, but rather to support them to insure a positive experience:

A. Both parties can learn something new about the experience when they have to tell an uninvolved third party what is happening.

B. Problems that one party or the other is unaware of or unable to talk about can surface with the third party present.

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C. Positive feedback about the experience can be shared... often neither party is aware of the positive feelings the other has.

D. Helping the intern evaluate the experience becomes easier if the advisor has an awareness of the development of the internship. Dynamy staff meet with their advisors bi-weekly (outside of the above visits) to discuss the internship and the intern's experience.

The meetings between staff and sponsor and staff and intern can occur on a one-to-one basis or with all three present at once. There are good reasons for doing it either way and the recommendation is that the advisor not get locked into doing it any one way at all times.

TERMINATING THE INTERNSHIP

Some care must be taken to insure that termination of an internship is clear cut and positive for both parties involved. Some typical problems arise:

A. A project that the sponsor estimated would take eight weeks is done successfully in six. Normally the internship should be ended then, and not dragged on through to the pre-fixed date. The advisor can help both intern and sponsor end on the high point.

B. Projects that were estimated to take six weeks need eight. The advisor should make sure that neither party gets locked into a premature termination date.

C. Occasionally one party (usually the sponsor) does not know that an internship has been terminated, and things end up in the air. An advisor should make sure that termination is clear by checking with both parties at the end or by holding a final conference.

Occasionally, internships need to be prematurely terminated for a variety of reasons. If this occurs, we recommend that it not happen without a meeting with all the people concerned. Both intern and sponsor should be required to state what the issues were, what steps were taken to try to correct the situation, and what their feelings about early termination are. The intern should not be forced to stay in an internship she doesn't feel is productive, but she should have the responsibility of terminating it openly.

EVALUATING THE INTERNSHIP

We ask that both the intern and the sponsor write a final report on the internship. Forms that we use as guidelines are in Appendix B&C. We feel that even if there have been a number of conferences between all parties, including a final conference, writing a report is a valuable experience for the intern.

The content of the report would depend somewhat on the audience, and in some cases multiple reports may be necessary. There may be a project report, which is a factual document of what was

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done and what the results were. There may be a formal evaluation report by the intern that deals with what she learned from the experience, observations about the internship, sponsor, etc. that will go to the sponsor and in her file. And there may be an internship report that deals with the experience on a more personal level, that may only go to the advisor...or could be shared with a variety of people. We suggest that interns maintain some type of journal during their internship so that they can write their evaluation report on more than memory.

A successful way of using journals was developed at Page High School in Greensboro, N. C. There, the students maintain a daily journal and turn it in to the advisor at the end of the week. After reading it, the advisor returns it to the intern with comments. The journal is not read by anyone else, but becomes the basis for a final report.

CONTINUING THE PROGRAM

After the initial, nervous, round of internships has been completed the format for the development of internships, student placement, internship monitoring and evaluation can undergo a change.

The staff become more aware of what goes into the makings of a good internship and are more relaxed meeting with sponsors. Each staff person adapts procedures to more reflect her own style, sponsors repeat and assist in getting new sponsors, and interns become clearer about what their role is within an internship.

New issues that arise now tend to be more administrative: programs grow and there is a need to coordinate all the placements. The number of internships available grows and there is a need to keep everyone aware of the openings. Reports need to be filed, recommendations for college or work need to be written.

Occasionally success can be a drag - the program becomes institutionalized, staff become proficient, and the excitement of committing oneself to a new concept turns into an awareness of perpetuating a process that may have become routine.

BEYOND THE MECHANICS

Once the machinery of the field experience program is running smoothly, the staff of the program need to be aware of non-mechanical issues that make the job continually exciting.

A. There are three key people in a field experience program: the staff, the intern and the sponsor. What separates an internship from a job is not only the level at which the intern is placed, not only the work she does and not only the skills she learns. The key element is the flow of communications between the three people involved.

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What is learned is learned through the exploration of the new relationship between adolescent and adult; teacher and student.

A breakdown in the communications links will block learning. A staff person who can successfully develop and use basic communication skills can actively intensify an interns' learning experience.

B. A goal in any of the field experience programs is for a student to learn how to be responsible: responsible for their own learning and responsible for the direction their life is taking.

Assuming responsibility for (perhaps) the first time in their lives, interns often need a tremendous amount of support from the adults in the program. Many times the older adult can be supportive by being firm and occasionally confrontational with the student.

A teacher in a field experience program must be flexible, must be able to take risks, and must allow for the intern to have a relatively large amount of freedom. But, at the same time the teacher cannot abdicate her responsibility to provide the students with a quality educational experience - and sometimes this means asking the student some tough questions, pushing the student to do more, or demanding that they reassess their commitment to the educational process.

SUPPORT ACTIVITIES

There are many support activities that can be started after the internship program is working smoothly. Seminars, workshops, small group meetings, field trips, etc. Whatever activities the staff wish to develop, there are two ground rules that we suggest:

A. The planning and running of the activities should not interfere in a large degree with the students' and staffs' involvement with the internship. Occasionally, staff will find themselves bogged down with the non-field activities and will begin to lose track of their placements.

B. The method of learning used within a support activity will be different from that which is taking place in the field placement, but should not contradict the learning process on site. This means encouraging the students (training the students) to take a role in the teaching-learning; that the learning process be active rather than passive.

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SUPPLEMENT VS ALTERNATIVE

Given many years of an educational process, the field placement should be a supplement to the more traditional learning methods rather than an alternative. This could mean encouraging applicants to take courses that will prepare them for a placement; helping the intern make connections with past and future class work while they are in the placement; and encouraging the interns to follow-up a placement with readings, classes, etc.

It is easy for interns and staff to develop an anti-intellectual attitude, especially when the learning on site is going well and making an impact.

We feel it important for an individual's entire education to become meaningful, and this is made difficult when one process (field placement) is pitted against another (classroom) rather than seeing how they can work together (confluent).

THE END

Given the dynamics of learning through doing, these guidelines could go on forever. The Outreach staff will be continually up-dating the material, and sending out additional sheets based on these new findings, so we suggest that you keep the guidelines in its loose leaf form.

Dynamy-Outreach is in the business of consulting with groups that wish to start their own internship programs. But we are being more than just self-serving when we recommend that groups refrain from starting a program based only on this set of guidelines. A good consultant can save a lot of time and errors, help you build an effective program, and more than pay for himself in the long run.

So it goes.

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MODELS OF FIELD EXPERIENCE COURSES

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This paper was prepared under the sponsorship of a research project in the Department of Psychology . The project was funded by The National Institute of Education, Department of Health, Education and Welfare. The project is studying the relationship between field experience and formal academic knowledge. Principal Investigator: Robert Chin; Learning to Utilize Knowledge and Experience (LUKE)

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MODELS OF FIELD EXPERIENCE COURSES

In examining the literature, as well as accounts of teachers, practitioners and conductors of field education courses, we have derived a number of basic models which identify the primary purposes and methods used in field courses. Each of these models of field experience courses has specific behavioral ramifications on the conductors and students involved in these events. Thus, we may link these models to empirical verification and analysis in our data-gathering operations.

The models, furthermore, have added utility in that they are useful in the generation of hypotheses, and in setting parameters within which a nomenclature of events may be evolved. From here, we can further develop concepts of the nature of field education and thus contribute to the theoretical literature on the linking of formal academic knowledge to field experience education.

The models that follow are ideal types. Often, the various models are present in combination in any one field education course. However, we may distinguish between primary and secondary purposes in these events, and in that sense these models are distinguishable to a greater or lesser extent in theory and practice.

The available models are delineated below, with a brief discussion of each.

A. Product Models

These models have in common the transmission of information, values, norms and procedures with an identifiable goal or product in mind. Thus, the conductors of field experience courses with a product orienation are mosre concerned with the stated outcome, rather than for the processes of field experience. The product may be a technical report or a novel, a painting or a pipeline. In order to reach this product outcome, it may be necessary for the student to engage in an experience best described by a combination of the following models, but it is on the evaluation of the product that the judgement of the field experience depends.

1. Socialization model. In this model, the field education experience is intended to socialize the student into a specific role within the context of a particular social setting. The individual in the field takes on the appropriate norms, values, and behavioral expectations inherent in a specified role (in Berger and Luckmann's (1966) term, "secondary socialization"). Theoretical underpinnings of this model come from psychological and sociological literature on socialization (e.g. Brim, & Wheeler, 1966; Goslin, 1969; Moore, 1969) and social learning theory (Bandure & Walters, 1963).

2. Pre-professional model. In this model, the field experience is intended to train the individual effectively into a professional social role. The individual is taught expertise and profession-specific skills. As such, thus, the model

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involves many of the methods of socialization of Model 1. However, the behavior of the student is specific to the parameters set by the profession. By viewing models of professional behavior in a master-apprentice relationship, the individual internalizes the characteristics and behaviors of a professional social role. In addition, professional ehics, standards and codes of behavior are assimilated by the individual. The literature on role theory (e.g. Sarbin & Allen, 1968; Biddle & Thomas,1966; and reference group theory (Hyman & Singer, 1968) suggests the conceptual framework for this model.

3. Service model. In this model, service of some sort is the primary goal of the field experience. Service may be defined as the delivery or performance of some set of useful tasks toward the ultimate betterment of a particular client, client system, or society as a whole. At the end of the experience, the outcome is not necessarily a concrete product. However, the field education experience is intended to produce a service to the client system, as a primary goal, and knowledge and learning on the part of the student, as a secondary intent. The range of possible client systems is very broad, and may include, variously, individual social service work to work in business organizations through conservation efforts in local communities. An interesting example of the use of this type of model of field education is found in High School Student Volunteers, published by ACTION.

Change agent model. In this final product model, the goal of the field education experience is the training of an effective change agent. Developed from Lippett, Watson and Westley's (1958) use of the term, the change agent's goal is to develop strategies for making innovations in client systems (Bennis, Benne and Chin, 1968). Training for this goal requires a strong process orientation, with emphasis on an individual's intellectual and interpersonal skills. The literature on this model comes from the areas of sociology, psychology, and applied social science, and is concerned with intervention theory (e.g., Hornstein et al; 1971), organizational development (e.g. Beenis, 1969) and social change (e.g., Smelsner, 1968).

B. Process Models.

Process Models have in common an emphasis on procedures, rather than outcomes. In these models, learnings are induced from the processes undergone by the student, rather than via the emergence or production of a unitary product in the field experience. Thus, process models are dynamic, often pitting one conceptual orientation against another. Within that dynamic, knowledge is generated for the student. It is on the evaluation of the Process that the judegement of the field experience depends.

5. Actualization model. Maslow' concept of self-actualization

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is the basis of this model (Maslow, 1968). The issues in this model are central to the individual's sense of his or her own competence (White, 1959), mastery, usefulness and accomplishment. The purpose of the field education experience is the provision of a variety of tests of the individual's competence not normally available in a formal academic situation. These tests of "potency" would allow for areas of individual growth, both intellectually and emotionally, the process is intended to increase the individual's ability to actualize, to develop self knowledge and awareness by immersing of the person in tests of competence and skill on many levels, including and primarily the interpersonal level. Underlying theoretical assumptions come from T-group theory (Bradford, Gibb, & Benne, 1964) and aspects of humanistic psychology (e.g. Rogers, 1961; Severin, 1965).

6. Dialogic Model. This model confronts one type of conceptual framework with another, and allows for a "dialogue" between the two. Thus, the conflict between the knowledge acquired through formal modes in the academic setting and that acquired through experiential methods in the field is the primary dynamic in this model. The major purpose of this type of model of field education is to intensify the tension between the two spheres of knowledge, which, it is hoped, will lead to a clarification of each and a resolution of the disparities. In this model, a primary effort is made to to provide the student with conceptual and other tools to deal with inconsistencies and problems encountered in the tension. The dialogue between the two systems would, therefore, allow the individual to weigh the accuracy and contribution of both conceptual frameworks, according to self-defined and education-provided criteria.

7. Inquiry Model. In this model, the process of knowledge seeking is seen as a two-phase endeavor. The individual is expected to become familiar with several modes of learning, as well as to discover how he learns from both the academic and field perspectives. Thus, "deutero-learning" and "proto-learning" (i.e., learning how to learn and the acquisition of factual knowledge, respectively) are employed in this model. Students "inquire" into a subject, and thus abstract both types of learning. The inquiry model is based upon a philosophy of education expressed by Thelen (1960), Dewey (Wirth, 1966), and Kilpatrick (1951). Individuals, in exploring a subject, not only learn the existing stories of knowledge present in a particular field, but also gain the conceptual tools and research required for such acquisition.

8. Embedded Model. This is a model in which knowledge, embedded in the field experience, is mined by the individual. The student is seen as a prospect/artisan. As a prospector he gathers and extracts knowledge from the field experience. The individual is taught methods of abstraction, conceptualization and induction in the academic context, which he or she can utilize to understand the value of the elements in the field experience. The field experience, in this model, provides a context within which the information may be extracted. The individual thus has an opportunity to develop skills of abstraction by directly applying them in a manner much the same as a participant-observer. As an artisan, he learns to

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fashion the extracted theoretical knowledge into elements useful in the field setting.

9. Multiple Membership Model. This model seeks to reconcile the tension between a student's concomitant memberships in specific social roles. The disparity between the difference role expectancies increases the individual's awareness of various aspects of his roles. Without the conflicting demands of differing role prescriptions, the student would ordinarily not be aware of existing discrepancies. In this manner, the person may explore which membership suits him or her best. The learner is provided with a supportive relationship and skills which can help him or her clarify the sources of tension arising from his or her multiple memberships, and help deal with the resolution of the disparity. An example of this type of role conflict may be found in Wolfe and Snoek (1962).

10. Responsibility Model. The responsibility model is the final model delineated. It is concerned with the emergence of a sense of responsibility on the part of the student, through the processes of the field experience. The field education is gauged by the increasing sense of responsibility which the experience engenders, regardless of the actual work the individual is engaged in.

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Appendix A

Miscellaneous materials from Dynamy and other selected sources.

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Random Comments About Internships:

"The first perspective from which to view the field experience (internship) is that of the participant himself. He may have some or all of the following ideas in mind (even if he does not have it in mind, an idea may still be operative):

1. Providing a reality context for theoretical learning.

2. Filling in gaps in his background of experience.

3. Testing out latent interests.

4. Making contact with people whose work is of professional interest.

5. Developing possibilities for future employment.

"Different from such concerns is the viewpoint of the on-site administrator (sponsor). He is likely to focus on:

1. Accomplishing a specific task.

2. Supplementing local personnel resources, which may be quantitatively or qualitatively inadequate.

3. Making a limited budget go further.

"Lastly, there is also the perspective of....(the program)...as it is interpreted through the (advisor). The (internship) when viewed from this angle, has mostly to do with:

1. Providing individually tailored experiences that will enhance the participants competence.

2. Skill-building for the participant...

3. Confidence building for the participant.

"The most difficult and subtle part of coordinating the (internship) lies in the task of reconciling these quite divergent perspectives. Each has inherent validity, yet none can be allowed wholly to eclipse the others. How best to accord each legitimacy, while at the same time requiring balance and accommodation between them, may well be the nub of the matter.

"In any event, it is clear that, left to itself, the program will not necessarily produce any of the desired results. As in the Second Law of Thermodynamics, the factor of entrophy then becomes dominant, and the system simply runs down. Unless energy - in the form of thought, attention, care, time, and some intervention - is continuously added, conflicting objectives will tend to cancel each other out.

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"To insure the viability of this experimental program, mechanisms have been developed to support the individual in the field, i.e. individual counseling, individual supervision, and peer support. It is felt that help offered in these ways can contribute significantly to the growth and development of the individual. Ideally, this format allows the student to have confidence enough to experiment with new...behaviors at his field experience site.

"An internship experience in itself can be very rewarding, an internship program that allows the participant the 'freedom to fail' can be doubly so."

The Field Experience Program
A status report
A. Donn Kesselheim
Graduate School of Education
University of Massachusetts
March 1972

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APPLICATION PROCEDURE FOR WORCESTER PUBLIC SCHOOLS

DYNAMY PROGRAM

1974-1975

STEP ONE:

a.) Students will submit an application form which will include, 1.) basic factual data, 2.) parent's signature supporting the application, 3.) personal statement by candidate.

b.) A recommendation written by a person of the candidate's choice will be submitted.

c.) Deadline for application--March 22.

STEP TWO:

a.) The principals and guidance counselors will be notified of the names of the candidates in their respective schools and will be invited to submit recommendations on each.

b.) Interviews will be held with the candidates by representatives from Dynamy. These will be conducted at the Dynamy office during the weeks of March 25, April 1 and April 8, and if necessary during the week of April 15.

STEP THREE:

a.) The admissions committee--comprised of Dynamy staff, an intern, a parent, and school personnel--will review all of the materials and will select the 30 strongest candidates. An appropriate number of alternatives will be chosen as well.

b.) Final decisions will be announced around April 26.

This program is available to students from all four city high schools. While there are no quotas for enrollment, we are hopeful that there will be as many as five qualified students from each school participating in Dynamy next year. Candidates will be grouped according to school and thus will be competing essentially with persons from their own school and not with all of the applicants. When the committee has selected those who qualify from each school, the best qualified remaining candidates from all of the schools will be chosen until 30 places are filled.

THIS FORM TO BE SUBMITTED TO DYNAMY, 850 Main Street, By March 22.

APPLICATION FORM

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FOR

WORCESTER PUBLIC SCHOOLS DYNAMY PROGRAM

NAME _____
Last First Middle

ADDRESS _____

TELEPHONE _____ DATE OF BIRTH _____

PRESENT SCHOOL _____

FATHER'S NAME _____

MOTHER'S NAME _____

NAME AND ADDRESS OF THE PERSON TO WHOM YOU HAVE GIVEN YOUR PERSONAL REFERENCE FORM: _____

PARENTAL APPROVAL

I approve of my son/daughter's desire to apply to Dynamy, and if he/she is accepted, I will support his/her participation in the program.

_____
Signature

PRELIMINARY INDICATION OF ACADEMIC STANDING

The only academic qualification that you need to be eligible for Dynamy is that by September 1974 you must have enough credits to be a senior. To the best of your knowledge, are you short any credits right now, or do you think you may be short any credits by the end of this year?

___No.

___Yes. (please explain) _____

_____

On separate paper, write a statement about yourself; in doing so, please consider the following questions:

1.) What motivates you to apply to Dynamy?
2.) What are your personal strengths and weaknesses, and how do you feel they might affect and/or be affected by a year in Dynamy?

Feel free to submit anything else which you feel might give us a better understanding of you and your experiences and interests.

Please identify your statement clearly with your signature and the name of your school.

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To be submitted to Dynamy, 850 Main St., no later than March 22

REFERENCE FORM

for

WORCESTER PUBLIC SCHOOLS DYNAMY PROGRAM

NAME OF APPLICANT_____

Note to the Applicant: It is important that you give this form to a person who really knows you well and who wants to respond to the questions below. The person you choose does not necessarily have to be someone who has taught you or has employed you or lives in Worcester or is well-known. What matters most is that the person knows you and wants to tell us about you.

Note to the Reference: The two general criteria for admissions to Dynamy are positive motivation and potential to assume responsibility. The screening of candidates includes three primary factors: the candidate's written statement, a personal interview, and one reference form. So, you are being asked to participate in an essential part of the admissions process. Your frank response to the following questions will be very helpful and will be held in the strictest confidence. What you say can be particularly useful to the Admissions Committee if you include specific examples. Feel free to contact Dynamy if you need further information about the program. Thank you.

1.) To what degree is the applicant positively motivated to participate in Dynamy?

2.) Please assess the applicant's ability to assume greater responsibility for his/her educational development and for his/her own personal life.

3.) How well does the candidate assume leadership and how does he/she respond to outside authority?

4.) Please include any additional comments about the applicant's personal strengths and weaknesses which you would like to bring to the attention of the Admissions Committee.

Please use the other side of this sheet for your comments. Use additional sheets if necessary. Thank you for your time and care.

_____
SIGNATURE

_____
RELATIONSHIP TO APPLICANT

_____
ADDRESS

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(Second page of the application form for the Worcester Residential Program 1st page is biographical data such as name, etc.)

Activities Index

The following is not a test. There are no right or wrong answers. These are phrases to which we ask your response in two ways.

Complete Column I first. In the space to the left of each phrase, write one of the three letters corresponding to the following expressions. In the past I have (A) more than once (B) once (C) never.

In Column II, choose which three items below describe what you would like to do in the future (with Y) and which three describe what you would least care to do (with N).

Column I.	Column II.
1.____do(ne) independent study projects without supervision.	____ 1.
2.____spend (spent) more than two months in a foreign country. Which one?_____	____ 2.
3.____tutor(ed) another student.	____ 3.
4.____help(ed) someone learn a skill	____ 4.
5.____complete(d) a volunteer work project	____ 5.
6.____have had a paying job during the academic year	____ 6.
7.____Be(en) active in organizations such as church, scouts, etc. Which?_____	____ 7.
8.____write (written)and execute(d) a computer program	____ 8.
9.____have (had) original writing of mine published	____ 9.
10.____achieve(d) recognition in a sport. Which_____	____ 10.
11.____work(ed) with others on projects outside school	____ 11.
12.____achieved recognition in one of the performing arts. Which?_____	____ 12.
13.____take(n) part in a political campaign	____ 13.
14.____be(en) a leader in student government	____ 14.
15.____edit(ed) a newspaper	____ 15.
16.____work(ed) on a school curriculum	____ 16.
17.____back pack(ed), camp(ed), rock climb(ed). Which?	____ 17.
18.____have you ever built anything? What?	____ 18.
19.____have you ever gone to a school other than the one you were enrolled in to take extra courses? What?	____ 19.

Add any other items you wish. On the reverse side of this sheet elaborate on any two items above.

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(Third page of an application form to the Dynamy Residential program)

Prose Sample

Please respond to three of the following questions. Try to limit your writing to under ten pages.

Describe the best day of your life.
Describe the best day you spent in school.
Describe the person you most admire in your school.
What role does the school's physical plant play in your education?
What role does your home play in your relation ship to your parents?
Describe the person that has helped you the most.
Describe the structural thing that has helped you the most.
Describe what your work experience has meant to you.
Identify the two people you would like to take with you on a two-week expedition in northwest Canada. Explain your choice.
In your last year of school, what have you learned about people, structure, yourself, standard operating procedures, listening, human expectations?
Describe your experience after you have done one of the following -

Talk with someone that you see every day but have never talked to before about something that you consider important.

Keep silent during dinner.

Offer to buy a stranger a cup of coffee.

Describe the five learning experiences that have meant the most to you.

Using additional space, if necessary, answer the question Why DYNAMY?

Appendix B

Materials developed for internal staff use for internship development and monitoring.

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Procedure for setting up internship

1. Establish contact (initial discovery of internship possibility) i.e. chance meeting, recommendation from another sponsor, article in paper, etc.

2. Send letter of introduction, include brochures/other relevant Dynamy information.

3. Phone call make appointment.

4. Visit/ "check out" (see sponsor and internship checklists) establish understanding of Dynamy interns, learn about potential sponsor and his job, if appropriate establish possibility for internship (keep options open).

5. Write up visit and post.

6. Follow-up with good communication, keep potential sponsor informed.

7. Contact again for further discussion, development of internship, understanding of expectations, etc.

8. If this internship is available, write up internship description and post.

9. Establish contact between sponsor and intern, possibly give each your impressions of "who the other is" and what to expect.

10. Set up interview and meetings, intern should set up interview, group leader might go with, but will have definite contact after, goals, expectations, time limits, etc. should be effectively negotiated (see check list getting intern and sponsor together).

11. Keep communication open throughout internship and after, be aware of what is really going on and how people feel.

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SPONSOR CHECKLIST

Does he or she:

1. See benefits to himself or herself (either tasks that can be performed or opportunities for personal development) for being a sponsor.

2. See himself as both an educator and a learner.

3. Comprehend the program, its philosophy, and general expectations of him (good sponsor will exhaust basic questions and even begin to assume ownership during first meeting).

4. Comprehend the need for openness, effective feedback and reports, etc.

5. Take initiative in developing the internship.

6. Have realistic expectations of interns' abilities (they aren't supermen or juveniles) and demonstrate willingness to work with an intern.

7. Appreciate intern as a person.

8. Show and share whole self (sponsor and intern should get together in varying contexts, i.e....different job related roles and also non-job related roles such as family and civic organizations).

9. Articulate his positive and negative feelings about his job, i.e. does he like it or if not, can he be articulate about why not? Can he be productive about why not?

10. Feel free to call someone at Dynamy anytime there are problems.

SPONSOR CHECKLIST

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Do we:

1. Understand sponsor's job so we can help create internships and internship possibilities.
2. Have an instinctive good feeling about this person.
3. Feel the sponsor is in the right management position for providing good internships (does the sponsor have the authority, self-worth, backs to scratch, contacts, with internships, etc. needed to provide a good internship).
4. Establish open communication with the sponsor.
5. Give sponsor enough effective support time.
6. Give sponsor importance, "ownership".

INTERNSHIP CHECKLIST

Does the internship:

1. Allow intern to experience decision making processes and not just routines.
2. Involve real work and challenges.
3. Provide a realistic, concrete task with a realistic time frame for completion so that the intern will see results and be able to measure his effectiveness.
4. Provide concrete benefit to the sponsor.
5. Require sponsor, intern, and group leader to work out and use effective channels for supervision, grievances, evaluation, etc.

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Checklist - getting sponsor and intern together

1. Meeting between Dynamy and potential sponsor:

   - Should have specific ideas about what will happen during internship.
   - Sponsor doesn't have to commit self to a particular intern, should be ready to interview perspective interns and be given some idea of when interns will be calling for appointments.
   - Let sponsor know that we can only set up tentative internships and much of the decision making about intern placement is left up to the interns themselves (see also sponsor and internship checklist).

Meeting between group leader and intern:

   - Should have specific ideas about interns interests and goals.
   - Discuss relevant internship openings, describe your impressions of different sponsors and internships, let intern know what to expect.
   - When intern has made a choice he or she will call for an appointment, intern goes as to a job interview and should not assume the position is his.

2. Ask sponsor if he/she wants call prior to interns interview to describe your impressions of intern, let him/her know what to expect.

3. Ask sponsor to call after the appointment.

4. First meeting (interview) between intern and sponsor (intern goes alone).

   - Intern and sponsor should get to know each other.
   - Intern should learn first hand about internship.
   - Sponsor should learn about interns expectations for internship.

5. Call from sponsor to Dynamy

   - Discuss interview.
   - Sponsor's decision.
   - If yes, arrange meeting for final negotiation.

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6. Meeting for final negotiation

   - Often group leader should sit in, make sure intern and sponsor are "hearing" each other and negotiated decisions are well understood, offer self as resource (intern and sponsor support); group leader needs good understanding of final internship arrangements in order to effectively help intern and sponsor succeed.
   - Define channels for communication, grievance, etc.

7. Give sponsor evaluation sheet and discuss.

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INTERNSHIP REPORTS:

At the completion of each internship we ask that the sponsor and intern write a report on the experience. The reasons for this report are quite simple:

1. We have found that no matter how open conversations were between intern and sponsor, new data always came out in a written report.
2. Indications of what can be done differently help interns and sponsors have a better experience next time around.
3. Sometimes people feel more at-ease writing about an experience rather than talking about it. It forces people to organize their thoughts.
4. Staff are continually asked to write recommendations for jobs and college - sometimes two years after the intern has left. Having something to go back to jogs the memory and helps considerably.

Some suggestions on what to write about:

1. Briefly describe the institution you worked for.
2. If you were assigned a project, describe what you were to accomplish and what the results were. If a detailed report on the project is required by the sponsor, this should be a separate report.
3. Talk about your views on how you saw the institution functioning. Illustrate positive and negative methods, being as honest as you can.
4. Talk about your relationship with the sponsor, and how it helped or hindered your experience.
5. Talk about what you learned - not only factual things, but what you learned about yourself and others. Your views on your strengths and weaknesses, ability to take responsibility, ability to work in a structured or unstructured situation, overall performance, etc.
6. Talk about how the Dynamy staff were helpful/not helpful to you during your internship.

The reports should be in within one week after completion of the internship.
The report should be typewritten - if you can't type hire a friend to do it for you.
Make a copy of the report, and give the original to the staff
If you want distribution of the report restricted, let the staff know...most reports are made available to sponsors and parents otherwise.

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Dynamy, Inc.
852 Main Street
Worcester, Massachusetts 01610

RECORD OF ACTIVITIES

Name_____

Program_____

Year_____

Advisor_____

A. Dynamy North Country

Each Dynamy intern participates in a three week wilderness experience as an orientation to the program. This is a fairly rigorous course emphasizing physical challenge and increased personal awareness.
See enclosed intern and instructor evaluations.

B. Internships
Full time work experiences lasting from two to twelve weeks. See enclosed intern and sponsor evaluations.

Internships	Sponsor	Dates

C. Seminars
Seminars meet once a week for a six week period.

Seminar	Leader	Dates

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D. Support group.

Each intern participates in a support group with nine to fourteen interns and one staff person. The initial goal is to increase communications skills (self-expression, listening); these skills lead to a second goal, that this group will be supportive for its members by affording opportunities to share experiences, to receive feedback and, through this process, to help individuals better understand their experiences.

E. Program committees.

These are task groups which service the Dynamy program throughout the year.

Appendix C

Materials developed by Dynamy Staff for mailing to prospective Sponsors.

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DYNAMY, INC.
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WORCESTER, MASS. 01610

Description of an ideal Internship.

The key Dynamy experience is the internship, and over the years we have clarified the objectives and goals we are trying to achieve. It may be helpful to try to pull everything together and describe what an ideal internship looks like, for us.

It is easier to look at the several components of an internship separately rather than as a whole, and then describe how they might mesh. It is obvious that all the variables can not be discussed, and many generalizations have to be made.

I. The intern:

In our admissions process we look for strong, healthy teenagers who are capable of handling the routine pressures of the program. One criterion we do not consider is academic standing, nor do we worry about skill levels. Motivation, leadership qualities, and a willingness to work for an education are major elements. This does not mean that a sponsor has to accept anyone because he/she is a selected Dynamy intern, nor does it guarantee that an intern can succeed in each instance.

In the initial interview it is important that the intern articulate his expectations and that he, in turn, is made aware of what is expected of him. Ideally, his needs and the organization's needs can be met with a minimum of compromising.

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II. The Sponsor:

When deciding to open an internship, we look at the sponsor before anything else. If we feel good about the sponsor as a person, everything else usually falls into place. The sponsor should be in a decision-making position, and a person who is willing to spend some time and energy with the intern. One person should assume the responsibility for the intern, and even if the intern is to work in several areas, the same sponsor should be available for consultation. The sponsor should provide guidance and some structure for the intern, but also must be willing to give increasing amount of responsibility to the intern. The balance between structure and guidance should depend mainly on the intern's performance.

III. The Project:

A sponsor can have a project set up or be willing to work with an intern on creating a project. The option should be clear at the outset, but if the sponsor wants the intern to create his own project he should be aware of the extra time and energy required for this.

The work should be "real work" and not something created to keep the intern busy, work that the sponsor needs done, but hasn't the time or resources to do.

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The project should be clearly defined before actual work is started, and a deadline for completion assigned. Constant (weekly) checks should be made on progress, and the deadline can be adjusted according to the progress.

If the project requires the assistance of other personnel, they should be informed of the intern's existence and role ahead of time.

While some internships are not suitable for projects, it is important that there is a trade-off of work between sponsor and intern. The interns tend to mentally minimize a learning experience if they feel that they have not contributed anything concrete to a sponsor.

IV. Goals:

While learning a specific skill is important, the learning goals of an internship are somewhat intangible. They can be classified as skills in decision-making, development of relationships (with peers, and those younger and older), and development of responsibility to self and others.

When these three components are working together, there is the possibility of a well-integrated learning experience. Not only will an intern have the opportunity to learn specific skills, but, placed in a situation that demands judgment and initiative from him, he experience his strengths and weaknesses, and have the opportunity to change and grow.

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The more intangible skills available are in the areas of decision making, development of relationships (with peers, those younger and older), and development of responsibility to self and others.

One vital quality, both for the intern and the sponsor, is a willingness to learn and share experiences. With such a commitment, the learning potential within an internship is unlimited.

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Dynamy, Inc.
850 Main Street
Worcester, Mass. 01610

A number of the Dynamy sponsors have asked the staff for some guidelines outlining how we see a "good" internship operating. In order to keep things as simple as possible we have developed a list of ideas that have tended to work in the past, but we have avoided going into a lengthly description of these ideas. It must be kept in mind that each intern, internship, and sponsor is different, so the list can only contain generalities.

The list is in no priority order, or chronological order.

1. Interns frequently seek out sponsors by themselves, sometimes with little guidance from the staff. In most cases it is best for the sponsor to talk with a staff member before the internship is started. Usually we will contact you, but if we slip up, we would appreciate your calling us.

2. Many times sponsors are limited to taking only certain types of interns, based on project requirements or personal interest. Any information about this is quite helpful to us in determining which interns to send to you for interviews.

3. Many sponsors like to have detailed information about the interns before they come for an interview, and others do not want any information at all. If you have a preference, let us know.

4. The interview between sponsor and intern is usually a testing time for both parties. The sponsor should be aware that most of the interns have not had much experience at interviewing, and should be careful to determine if the intern has a high interest in working on the internship.

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5. If, during the interview, you feel that it is more than likely that the intern is not going to work out, you should say so. This can be done either then with the intern, or later through the staff. We feel that it is an important learning experience for an intern to find out why your internship may not be the best place for him.

6. Any expectations you have about working hours, dress code, time off, etc. should be clearly stated at the beginning of the internship. The length of the internship varies from 2 to 12 weeks. Some sponsors like to determine the length of the internship at the beginning, others like to play it by ear. It is important to establish how you and the intern are going to set time limits at the beginning of the internship. The Dynamy staff expects that the interns will abide by the rules and regulations that other employees live under. We are interested in real life experiences, and any special considerations given to the interns tend to dilute the experience.

7. The interns are supposed to write a report at the end of their experience. The purpose is not only to describe what they did, but to indicate what kind of an intellectual and emotional experience they had. Not having the usual controls other educational institutions have, it is sometimes difficult for us to get these reports. It would be helpful to us if you could indicate to the intern why you would like to get a report from the intern describing his experience.

8. We request that the sponsor also write a report on the intern at the end of the internship. We will send out a list of guidelines at the beginning, but it is essentially a description of your observations of the intern during the time with you.

9. Unless your organization is large enough or flexible enough, it is usually best to have a fairly firm idea of what you want the intern to do before the internship starts. This pre-planning ranges from sponsors having detailed proposal outlining a project to a list of possible projects that the sponsor and intern develop together.

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10. Many sponsors like to keep track of the interns' progress throughout the year, and what happens to them after they leave Dynamy. If you wish this information, please let the Dynamy staff know.

11. A lot of what an intern gets out of an internship has little to do with the work; much of it has to do with the personal contact with the people doing the work. In a way it is helping the intern develop an appreciation for the fact that adults in a position of authority are human beings who do more than just exist in their nine to five jobs. Most of the good internships do not depend so much on the type of work being done, but more on the type of relationship established between intern and sponsor.

We have focused in on guidelines for the sponsor, but we also have similar ones for the interns. The internship is the foundation of our educational process, so it is imperative that we provide all the supportive services the sponsor needs to make the internship a positive one for both the intern and sponsor. There has to be rewards for all parties concerned in order for the internship to be worthwhile.

12. Dynamy staff should be in contact with you at the start of each internship, and periodically throughout the internship. If for any reason the internship is not working out, the sponsor has the right to terminate. The staff should meet with the intern and sponsor before termination. If you would like a staff member present during the initial interview, let the staff know.

We frequently miss some problems that develop during the internship, and we have to rely on the sponsor to contact us whenever they feel problems are developing.

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WORCESTER, MASS. 01610

A critical feature of the Dynamy experience is the perspective which the sponsors have of the interns and their work. It is important to the interns, to the Dynamy staff, and to other interested parties, e.g. colleges, that we have a report summarizing the experiences which the sponsor has had with the intern and describing the growth which the intern has shown.

The questions below reflect some of the criteria which we feel are important in looking at the growth of the intern during the internship. What form the report takes is at your discretion, although we do need something in writing as soon as possible following the end of the internship in order to fulfill our obligations to the interns. The questions are only a guide, the key is your reflecting, on paper, about the internship in your own way. Specific examples illustrating your comments would be most welcome and valuable.

1.) What personal strengths and weaknesses were evident in the intern?

2.) Did these strengths grow stronger?

3.) Were the weaknesses dealt with constructively?

4.) How would you describe the intern's willingness and ability to take responsibility?

5.) How would you describe his desire and ability to learn and adapt in the internship?

6.) How would you describe his ability to work with other people, to accept and work under your authority and structure?

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7.) How would you describe his openness and willingness to communicate and share?

8.) What is your feeling about the intern's overall performance?

9.) (For the Dynamy staff) What comments do you have about the ways in which the staff tries to "service" the internship? How might the staff improve this function?

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DYNAMY, INC.

852 MAIN ST.

WORCESTER, MASS. 01610

INTERNSHIP DESCRIPTION SHEET

Name of organization:

Name of Sponsor:

Address:

Phone:

Role of Organization:

Role Intern will play:

Sponsor's expectations of Intern:

Other Comments:

THE DYNAMY PROGRAM

LEARNING THROUGH INTERNSHIPS

850-852 MAIN STREET, WORCESTER, MASSACHUSETTS 01610

TELEPHONE 617-755-2571

To: Dynamy Sponsors

From:

Re: Internship Contracts

Enclosed is an internship contract form we are adopting in the program. This letter is intended to explain the reason we have adopted this form, and to encourage you to use it.

The verbal contract we have encouraged has proved inadequate, often the exchange wasn't specific enough or it was forgotten . The most compelling reason for adopting this form is to have an agreement retained in writing and to encourage a stated commitment from both interns and sponsors. It will require thoughtful consideration from both parties, and will provide a continuous standard for evaluation and change.

This is not meant to be an inflexible agreement. A contract between a sponsor and intern is continually open to negotiation, change, and termination. It is a means by which the responsibilities and overall goals can be specified and retained.

The Dynamy advisors expect to work with all sponsors in further explaining and developing a workable written contract. If there are immediate questions, contact one of the Dynamy staff at 755-2571.

Thanks for your continuing support for the Dynamy Program.

INTERNSHIP CONTRACT FORM
(You may use this form or design your own)

Intern's Name:

Internship Organization:

Sponsor's Name:
(and other person or persons with whom the intern will be working closely)

Statement of Objectives (this should be a general statement which can be revised as the internship progresses).

What the organization wants the intern to do:

What the intern wants to learn:

Hours per day:

Length of Internship (with a clause to extend if necessary).

Beginning date:
Ending date:

Frequency of conferences with sponsor:

Both intern and sponsor will have completed their final evaluation report within two weeks of the final date of the internship. For the final internship of the Dynamy year, the evaluation reports will be in before the internship is ended.

If for any reason the internship is not working out, both the sponsor and the intern have the right to terminate the internship and will not be bound by the contract.

If an orientation or trial period is helpful, the intern and sponsor will draw up a preliminary contract dating the length of the trial period and the date on which the contract will be written.

Both intern and sponsor should sign this contract and keep copies for their files.

SPONSOR GUIDELINES DECEMBER 10, 1974

The following are some guidelines outlining how we see a "good" internship operating. We realize that each intern, internship, and sponsor is different so the list may not apply to all internships.

1. INTERNSHIP DURATION — We ask that the sponsor involve the intern full time in an internship (at least 30 hours per week). The length of the internship should be negotiated between the sponsor and intern when writing the internship contract. The length may vary from 2-12 weeks with a clause to extend the internship if necessary.

2. OBJECTIVES OF CONTRACT — During the interview, the sponsor and intern should discuss their objectives for the internship. The intern is responsible for explaining to the sponsor what he/she wants to learn and the sponsor should be ready to explain what the organization wants the intern to do. The sponsor should discuss any reservations he/she has about the intern and explore any reservations the intern may have about the internship. Any expectations you have about hours, dress, etc. should be stated during the interview.

3. TRIAL PERIOD — If the organization is flexible enough, an orientation or trial period during which the intern can become familiar with the work he/she will be doing is recommended. The intern and sponsor would then draw up a preliminary contract dating the length of the trial period and the date on which the contract will be written.

4. CONTRACT — The sponsor is responsible for writing an internship contract with the intern during the initial interview or after an orientation/trial period. The form used may be the Dynamy form or one of your own choosing. Copies of the contract should be kept by both parties.

5. CONFERENCES — We ask that the sponsor set aside at least one hour weekly to meet with the intern and discuss how the internship is progressing. If the sponsor has delegated responsibility for the intern to another individual in the organization, he/she should also be included in the weekly conference. At this time, the sponsor should also explore how the intern is feeling about the internship.

6. TERMINATION — If for any reason the internship is not working out, the sponsor and the intern have the right to terminate and will not be bound by the written contract. The reasons for termination should be stated as well as a discussion of any steps that could be taken to remedy the situation, (e.g. intern absenteeism, project completed early, failure of either party to fulfill internship contract). If necessary,a Dynamy staff advisor can be present at this meeting.

7. SPONSOR-ADVISOR MEETINGS — The sponsor and Dynamy staff advisor will meet at the beginning and at the end of an internship. If necessary, they will meet periodically in between.

8. EVALUATION REPORT — Within two weeks of the final date of the internship, the sponsor and the intern will have completed their evaluation reports (see guidelines for the evaluation report). Dynamy staff provides copies of these reports for each party.

We have focused on the responsibilities of the sponsor in these guidelines but we also have similar ones for the intern. If you wish to have a copy of the intern guidelines, let the intern or the Dynamy staff advisor know. We sometimes do not hear that problems are developing during an internship and we rely on the sponsor to contact us whenever you feel problems are developing.